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ABSTRACT

A survey designed to update earlier studies and provide information for both prospective students and program administrators identified 91 institutions as having a graduate level major in instructional technology. This summary of the survey results provides an overview of the programs in such areas as faculty, program status, administrative organization, program budgets, laboratory facilities, assistantships, degrees awarded, state certification, and library science affiliation. The user desiring information on specific programs is referred to the comprehensive directory, Graduate Degree Programs in Instructional Technology 1977-78, published by the Association for Educational Communications and Technology (AECT). (CMV)

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A Profile of Graduate Degree Programs In Instructional Technology 1977 - 78

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The purpose of this study was three-fold. First, there was a desire to up-date earlier studies by AECT, 1955, and Larson and Peterson, 1971. Second, it was felt detailed information was needed to help prospective students pursuing careers in graduate instructional technology. Finally, the results will help program administrators who need current comparative program information for periodic justifications and annual reports.

After a comprehensive search, ninety-one (91) institutions were identified as having a graduate level major in instructional technology. Sixty-one (61) master degree programs responded to the survey. Thirty-four (34) of the respondents in addition offered doctoral degrees, sixteen (16) offered specialist programs and eight (8) reported having bachelor degree programs.

FACULTY

Responding programs reported a total of 382 full-time faculty. Of these, 308 (81%) were male and 74 (19%) were female. Twenty-four programs reported no women on their faculty. The largest number of women on one faculty was seven and the largest number of men on one all male faculty was twenty-two. The average size faculty was 6.2.

The largest number of full-time faculty by highest degree was Ph.D. with 148 (48%), followed in order by Ed.M. 12 (3.2%). Fourteen other types of degrees were reported.

Ninety-one (91) institutions were reported as having granted degrees to full-time faculty currently teaching in graduate instructional technology programs. Responses show the largest number, 71 (19%) received their highest degree from Indiana. Michigan State was second with 22 (5.7%), Syracuse third with 15 (3.9%), Ohio State and Southern California tied for fourth with 12 (3.1%), and Wisconsin was fifth with 11 (2.8%) graduates.

STATUS OF PROGRAMS

Eighteen of the sixty-one programs had departmental status, ten were referred to as programs, six were divisions, two were areas and one each used school and section.

Twenty-six (41%) programs reported nothing in their title to indicate they were a recognized administrative unit. Eight programs included "library" in their title.

Only three programs had titles that did not indicate some relationship with instructional technology. These responses show a substantial difference in departmental status since the 1969-71 study which reported forty-two (63%) programs having departmental status.

ADMINISTRATIVE ORGANIZATION

The largest number of programs (23) reported being administratively in the College of Education. Eighteen were in the School of Education. Three were in the Department of Curriculum and Instruction and two in the Teacher's College. The remaining programs (11) reported being in a department within Education except for the following: Graduate College, Institute College, School of Communications and School of Humanities.

ADMINISTRATORS

Fifty-nine (59) programs reported their administrator averaged six years in the position and twelve years at that institution. Two administrators have been in their positions for twenty-one years. One administrator has been at the same institution for thirty years.

PROGRAM BUDGETS

Thirty-nine (39) programs provided their annual budget for 1977-78 (including salaries). The highest budget reported was $439,372.00 while the lowest budget reported was $50,000.00. All budgets reported totalled $6,333,754.00 with the average being $162,404.00.

Several of the respondents indicated their budgets were estimates. In some cases notes stated budget information was not available, while others reported that their program was part of the campus instructional media services and it was difficult to ascertain exact figures.

LABORATORY FACILITIES

Nearly every program reported having laboratory facilities directly under the programs's control or facilities available to students elsewhere on campus. Computer Laboratories were available to students at 100% of the institutions reporting. Equipment Laboratories, Production Laboratories and Television Studios were available to students at 98% of the institutions. The remaining laboratories and percentages represent the availability of Audio Laboratories (96%), Darkroom Laboratories (95%), Repair Laboratories (69%), and

Research Laboratories (67%).

ASSISTANTSHIPS

Programs reported having four hundred and sixty (460) assistantships, fellowships and scholarships available to graduate students. The majority, four hundred and eighteen (418), 91%, were graduate, teaching or research assistantships. Of the programs reporting, only nine, 2%, positions were identified as research assistantships.

INSTRUCTIONAL TECHNOLOGY MAJORS, 1977-78

A total of 6,187 majors were reported in instructional technology programs for the year of 1977-78. The majority of students, 71.1 percent, were working on master degrees while 18.7 percent were in doctoral degree granting programs.

DEGREES AWARDED

The number of degrees awarded in 1968-69 totaled 813 while in 1976-77 1,486 were awarded. A substantial increase is shown between 1968-69 and 1976-77: Bachelor (1,683%), Master (79%), Specialist (77%), and Doctoral (21%).

STATE CERTIFICATION

Forty-five (74%) institutions reported having programs which met state certification requirements. Of these, twenty-five (56%) reported having one type, thirteen (20%) have two types and seven (16%) have three types of state certification which students may pursue.

LIBRARY SCIENCE

Twenty-nine (48%) programs listed "library" in course titles. Twenty-one (36%) institutions reported having a unified library science and instructional technology curriculum in their program description.

A comprehensive directory, Graduate Degree Programs in Instructional Technology 1977-78, published in 1978 by AECT provides analyses, tables and descriptions of programs responding to this survey. In addition, course offerings, faculty, administrators and graduate assistantship information is reported in detail.